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ABSTRACT

To assist women who aspire to vocational administrative positions but lack the required work experience, a guide was developed to build an administrative competency portfolio for presentation of abilities acquired through unpaid or volunteer experiences and paid work experiences where administrative responsibilities were present but not obvious from job title. To provide a basic format for the portfolio, the five administrative dimensions of goal-setting and planning, organizational management, communication, decision making, and demonstrated leadership ability were identified through job descriptions, literature review, and consultation. Validity and reliability were demonstrated through a field test of the guide in which eight self-selected women developed portfolios which were then rated by twenty-four administrators. Six of the women also attended a workshop where they completed standardized measures and were rated on competencies observed in simulation exercises. The four-point guide includes exercises and worksheets to build the portfolio through identification of skills and knowledge, articulation (communication of level of competency), documentation, and organization. Sections of the finished portfolio (a supplement for traditional resumes and application forms) are narrative, competency profile sheet, table of contents to life experiences and documentation items, and individual life experience description supported by items of documentation. The "Guide: Administrative Competency Portfolio" is appended. (YLB)

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Manual and Guide: Analogous Competency Assessment

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MANUAL AND GUIDE

ANALOGOUS COMPETENCY ASSESSMENT

INTRODUCTION

The Guide to development of a portfolio answers a career advancement need of women, since it designed to present competencies developed through unpaid work or volunteer experience. These experientially developed competencies are analogous to those developed in paid administration positions (Neely and Wilson, 1977).

Completed portfolios can be used in whole or part to demonstrate administrative competencies to potential employers, along with submission of the traditional resume and credentials used in the field of education. (The attached Guide focuses on vocational education administration but may be adapted for broader use.)

BACKGROUND

Education is big business. In the fall of 1975, education was the primary activity of some 62 million Americans: about 59 million students, 3 million teachers and one-third of a million staff members. In the 17,000 school districts, less than 1% were directed by female superintendents in 1970-71. High schools had 3% and elementary schools 21%, respectively, headed by female principals (NEA,1973). Only 2% of professors of educational administration were women (AASA,1975). These figures become important when one notes that 67% of the public school teachers are female, that women hold nearly 21% of the masters' degrees and 8 1/2% of the doctorates in educational administration (Lyon & Saario, 1973).

Each year many jobs in administration become open. Yet, since 1928, when women represented 55% of all elementary school principals, the number of women in administration had been declining steadily (AASA,1975; Lyon & Saario,1973).

The reasons for the decline are hidden in other historical trends. During the depression, many school boards refused to hire women in teaching or administrative positions in an attempt to limit income to heads of households. Following closely upon this trend came the end of World War II and

the influx of men into college, under the sponsorship of the subsidies in the GI Bill. Many of these men entered the education curriculum , and in turn, the public schools. As both historic events brought more men into the teaching profession, the status of teachers rose (AASA,1975). As men gained teaching experience, it soon became the unwritten policy of many school districts to replace retiring female principals with men - to the extent that male principals came to be hired from a pool with less years of experience than that held by women capable of moving into administration.

The disappearance of the women educational administrators can also be traced to many more less evident but still damaging factors hindering the promotion of women.

1. The first factor is that of barriers, including aspirations - the aspirations of women tend to be inextricably intertwined with anticipated barriers - for one example, women tend to see the probability of moving into administration as low and thus do not aspire (Niedermayer & Kramer, 1974).

2. The second factor is that of the question of women's qualifications. Men in charge of hiring and promotion frequently claim they cannot find qualified women. Since women's career patterns are different from those of men (DiSabatino, 1976), the development of skills also may take shape in situations that are different from the skills developed on the job in paid work experiences. Unpaid work (such as homemaking) and volunteer work in the community both provide a series of opportunities for skill development in competencies necessary for serving in educational administrative positions. It is hard for those people wishing to implement affirmative action policies to assess such competencies in traditional ways.

Not only are administration competencies important, but in vocational education administration, candidates in many states must also have had certification in a subject matter (service area) that requires work experi-

ence (Ramp, 1974). Some states allow successful completion of an occupational competency examination (either local or one from National Occupational Testing Institute) to substitute for part of the work experience, or allow the professors at an "approved" program at a college to certify work experience (Kane, Fernandez, & Godoff, 1977).

Kane and her colleagues (1977) noted that the National Center for Educational Statistics study of the characteristics of vocational education personnel in 1972 reveals that there were many more teachers of male-intensive occupations (that is, where there were more male students) with little or no work experience than certification requirements would suggest (p. 19). So, the supply-demand picture and subjectivity of those doing the hiring admittedly enter into the picture.

Barriers. In reviewing the literature dealing with anticipated barriers to women entering vocational administration, it became clear that two categories of barriers existed. Some of the barriers seemed to be coming from the women themselves and could be overcome by women changing their attitudes, life priorities, or capability concept. Other barriers seemed to be present in the field of vocational education, presenting road blocks to be dealt with by women moving into administration.

Support for considering barriers as external factors and internal factors that may interact to inhibit women from engaging in achievement-directed behavior necessary to ensure promotion into managerial positions was given by O'Leary (1974). From a review of literature, she found that internal psychological factors included fear of failure, low self-esteem, role conflict, perceived consequences of achievement-related behaviors, and perceived incentives for achievement-related behaviors. External psychological factors included societal sex role stereotypes and societal attitudes toward compe-

tency of women.

The American Vocational Journal, November 1974, specialized in articles addressing the theme "professional opportunities for women in vocational education." In this issue Kievit (1974), King (1974), and Simpson (1974) considered barriers such as women's willingness to accept the status quo, the role conflict involved in merging home and career responsibilities, how advancement possibilities were perceived by women, lack of acceptance of women by some male faculty and male administrators, predominance of male employers, women's refusal to compete for top jobs, and doubts by men of women's full commitment to a career. Jerdee and Rosen (1976), in a speech presented at the annual meeting of the American Psychological Association, said many women were weak in career commitment due to family responsibilities, life-style considerations, and the financial problems involved with acquiring additional training or education. Several relevant considerations included the variety of women's career patterns compared to men's and the role-overload women may face in combining career, family, and schooling.

Neidermayer and Kramer (1974) in a position paper for the Recruitment Leadership and Training Institute point out that women lack role models in administration. Contributing reasons may be the school systems' inability to distinguish women preparing for administration and the women's social conditioning not to aspire where they feel unwelcomed. Silvers (1976), besides considering many personal characteristics and societal trends, noted the "old boy network" which serves as entry into administration, home responsibilities' interference with travel and group experiences, the social isolation of women in leadership positions, the risk orientation needed for administration, and the preference by both sexes for male supervisors. Zucherman (1976) who restructured, reviewed, and clarified research in the areas of women's career commitment, educational aspirations, non-tra-

ditional career goals and choices, and feminism considered many personal characteristics in her review. But in her review she found that women in non-traditional fields have higher aspirations toward administration. Women also tended to have a lower self-esteem than men.

Frank and White (1977) in their EPDA Project Final Report 1976-1977 on New Opportunities in Vocational Education pointed out that for vocational administration women need the ability to live with isolation at the top, to make informed decisions, to be flexible, to hire and fire, to manipulate within the administrative informal structure, and to be willing to take active roles in professional fields. Because of the technical emphasis in vocational education, women wanting to become administrators also need to be able to show high levels of initial job competence, demonstrate knowledge of equipment in each major area, plan in terms of one and five years, be aware of and deal with the overwhelming bias of the traditional male vocational education teachers against women in positions of authority over them, be willing to go back to school for administrative degrees, and be willing to acquire related experience outside of education for acceptance as administrators.

Comments from administrators engaged as judges in the validation study of this Guide repeatedly mentioned a desire to have candidates for vocational education administration jobs display evidence of ability to make hard decisions involving people and of ability to motivate people who do not have to produce, as in getting a youth group to excel.

Women's Qualifications. The Guide is a procedure to assist women who aspire to vocational administrative posts but who do not have required work experience outside education. In setting foundations for the Guide, the Kansas vocational education setting was found to have requirements

such as those described by Ramp (1974).

1. A Kansas vocational education teacher must have teaching certification. A vocationally certified teacher has to have work experience in the field, the amount dependent on the service area's certification requirements.

2. A Kansas vocational education administrator must have administrator certification in one of the categories of Building Administrator, Specialized Administrator Endorsement, District School Administrator, or Vocational Technical School Administrator. The official work requirement for any of these certifications is for two years of vocational teaching experience. Official work requirements for Building Administrator are given as two years of teaching or school administration; Specialized Administrator Endorsement and District School Administrator as three years of successful experience as a certified employee of an accredited school; and Vocational-Technical School Administrator as three years of successful experience as a certified vocational teacher in an accredited school. There is no official work requirement demanding additional experience outside education.

3. Kansas vocational education administration hirers have an informal criteria of work experience necessary for an effective vocational administrator. This informal criteria operates by preference being given to candidates who have been employed in Commerce and/or Industry in a position that increases occupational skills and/or that has managerial/administrative responsibilities. Another aspect of the informal criteria involves preference being given to candidates who can show experience giving "breadth" beyond their immediate service area.

4. In the Kansas vocational administration scene there is presently a very low percentage of women, with these at entry level positions. However, there is a group of women vocational teachers who have been given

administrative responsibilities and functions by their school but not the accompanying title or position.

5. Kansas women vocational teachers have work patterns similar to women in general. Present are a great variety of patterns, including interrupted patterns, delayed entry into the official work force, experiences in the unofficial work force, unpaid assistance with family firms, and the traditional paid work pattern males usually possess.

In evaluating the relevant aspects of the Kansas vocational education scene, it became apparent that Kansas women who aspire to vocational administrative jobs would more realistically be assisted by developing a procedure that would:

- .demonstrate administrative abilities that have been acquired through unpaid/volunteer experiences and paid work experiences where administrative responsibilities were present but not obvious from job title
- .equate unpaid/volunteer experiences with traditional paid work experiences
- .be included along with required application paper work and resume in applying for a vocational education administration position
- .present to vocational education employers a stronger support of administrative abilities and breadth of exposure to all service areas than the traditional application form/resume presents.

This procedure would possibly increase the consideration given to women vocational teacher applicants so a higher percentage will be considered for interviewing during the hiring process.

RATIONALE

The developmental approach chosen was to write a Guide to be used in a self-directed construction of a portfolio packet designed to meet the criteria. The Guide was field tested by interested women vocational teachers and potential vocational teachers. This field testing population was chosen because women in general have a higher percentage of unpaid work experience

than men at an equivalent age have. The population included women of sufficient interest in vocational education administration to be willing to invest their time in building a portfolio utilizing the Guide: Administrative Competency Portfolio.

The first task in writing the Guide: Administrative Competency Portfolio was to determine which administrative dimensions to select for the basic format. The selection process involved:

1. obtaining from Kansas vocational schools administrative job descriptions (these were evaluated as to the abilities most often named)

2. reviewing educational and vocational educational administration literature for skill groupings being emphasized (Florida State University, 1976; Gilli, 1976; Harrison, 1975; Knezerich, 1975; Millett, 1968; Stufflebeam, 1971; Unruh, 1970; Wenrich, 1974; and Wilson, 1966)

3. reviewing non-traditional assessment technique literature for clusters of professional/managerial skills being utilized in developing portfolios to submit for college credit for experiences (Crystal, 1974; Horn, 1977; Knapp, 1975; Richards, 1975)

4. consulting with Dr. Rex Douglas, Wichita State University, concerning his three years work involving assessment center techniques pertaining to educational administration.

These four input sources were incorporated with the parameter that the validation procedure demanded administrative dimensions measurable by both portfolio evaluation and assessment workshop techniques. The five administrative dimensions selected to demonstrate vocational administration ability are: Goal-Setting and Planning; Organizational Management; Communications; Decision-Making; and Demonstrated Leadership.

The second task in writing the Guide: Administrative Competency Portfolio was to decide how to best present competency in these five administrative dimensions to employers reading a completed portfolio. The project staff reviewed literature pertaining to the portfolio method of presenting skills and abilities (Bolles, 1972; Bolles, 1975; Christensen, 1975;

Crystal and Bolles, 1974; Knapp, 1975; Vermont Community Colleges, 1975)

The Guide working draft (Neely, Wilson, Schuley and Legg, 1977) directed the portfolio development so the finished packet was arranged in two sections - PRESENTATION and INDEX. The PRESENTATION section included:

1. five administrative dimension tables (one each for Planning and Goal Setting, Organizational Management, Communications, Decision-Making, and Demonstrated Leadership) which presented the applicant's abilities, volunteer/unpaid and paid experiences where the abilities were acquired and documentation to validate each dimension. The experiences were numerically coded to the INDEX where they were further described. Each documentation item was alphabetically coded to the INDEX where the items were attached.

2. a narrative summarizing the applicant's abilities.

The INDEX section provided background descriptions and documentations for the presented abilities.

The final revision of the Guide, bound into this Manual, reflects minor changes suggested by the field test results. These include collapsing the INDEX into the Presentation section, beginning the Presentation with the narrative and using one competency profile sheet rather than sheets for each dimension.

Prior to assembling the portfolio, the applicant passes through several preliminary stages:

.selecting and recording Life Experiences on the Competency Outline Sheets

.describing the Selected Significant Experiences in which competencies were achieved

.developing Competency Statements that assert what is known and can be done at both general and more specific levels

.writing a brief narrative that summarizes the strengths outlined in the previous sections and any additional experiences highlighted.

Administrative Dimensions

The five administrative dimensions were identified by methods cited above.

Planning and Goal-Setting. Planning is a process of preparing a set of decisions for future actions aimed at achieving goals by the most appropriate means. It incorporates the skills of appraising, determining, projecting, establishing, formulating, developing, designing and programming. The goals and objectives for planning must be set and are specific in context, e.g. facilities, fiscal, resource allocation or program planning. The planning-time may be short or long range but must insure adaptability and efficient use of resources.

Educational planners may follow a series of logical steps:

- .appraising or assessing the political, economic, social environment their schools will encounter
- .determining or deciding changes in learner or patron needs
- .projecting or foreseeing an image of the desired goals to be followed
- .establishing or setting up the communication and information paths to involve institutional and other personnel in the planning processes
- .formulating or translating the broadly determined objectives into functional programmatic efforts
- .developing or designing detailed procedures and decisions by which goals can be achieved and evaluated.

Organizational Management. Organizational management is concerned with seeing that plans get put into operation. It includes the elements of organizing, coordinating, managing, supervising, consulting and evaluating. Organizing, as an activity, requires the arranging and structuring of relationships so that things keep going. Coordinating brings people, material, ideas, techniques together so that the educational program, the operation and maintenance of the plant, the financial affairs and administrative personnel policies operate in productive relationships. Managing provides a stabilizing influence that promotes efficiency and productivity through teamwork and consideration. It is geared for maintenance rather than for

change. Supervising determines whether conditions exist which will make attainment of objectives possible. Evaluating is more concerned with the efficiency with which enterprises attempt to achieve their purpose.

Communications. Communications is the activity of disseminating meanings throughout the organization for thought interchanges and coordinating efforts. School administrators find themselves communicating in both oral and written form with their staff, students, and the general public. The behavior of individuals or organizations is influenced through communications. Activities in this dimension may be divided into four categories:

- giving directions to individuals or to groups. These activities can include supplying information, instructing, making assignments, advising, correcting, or persuading by such methods as conferences, lectures, bulletins, memos, letters or posters
- obtaining information. This can include follow-up studies, surveys, interviews, observations, and listening to discussions
- cooperating, collaborating, and interacting - These encompass discussion, conferences, and negotiations
- building the structures through which formal and informal communications take place. The formal structure requires the establishment of channels that everyone recognizes in the communications chain of command. This can include setting up committees, soliciting individual contributions, and arranging conferences.

Decision-making. A decision can be defined as a conscious choice made from among an established set of often competing alternatives. The making of decisions refers to the process by which intermediate objectives are determined and implemented. Decision-making includes:

- .the diagnosis or awareness that a decision is needed
- .the discovery of alternative actions
- .the choice among alternatives
- .action upon the chosen alternatives

The awareness or diagnosis of the decision starts with the identification and clarification of a problem. Diagnosis calls for delineating the

problem, identifying probable causes, outlining requirements for a solution and stating the limits on a solution search. The discovery of alternatives requires imagination and originality to produce creative approaches. Choosing among alternatives is a reduction process that requires obtaining information, applying decision rules, thought and confirmation of the indicated choice. The final action stage fixes responsibility for carrying out and operationalizing the choice.

Demonstrated Leadership Ability. Leadership ability is a person-dominant behavior that requires a flexible, adaptive performance by the individual for maximum effectiveness. It incorporates the aspects of mentoring, leading, persuading and negotiating. Leaders are able to employ stimulation and persuasion techniques to motivate groups to trust their judgments about priorities and directions for the group. While acting as change agents, they use creativity to initiate new structures for accomplishing organizational goals. They have the ability to work with groups of individuals to establish policies that affect their behavior, maintaining group solidarity while accomplishing objectives with group cooperation. Leaders are able to give and take within the limits provided by authority, or within the framework as the perceived requirements of a program. Their authority is given to them by fellow group members rather than by power sources outside their group. Effective leaders in Vocational Education are seen as high in consideration and initiation of structure.

GLOSSARY OF TERMS
WORDS COMMON TO THE GUIDE

Portfolio	A folder of information that is brought together to reveal past experiences and accomplishments. It can be a means for organizing and disseminating prior experience into a manageable form for evaluation.
Areas of Competence	Five categories of skill and knowledge identified as essential to Vocational Education Administration: PLANNING & GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, DECISION-MAKING, COMMUNICATION, DEMONSTRATED LEADERSHIP ABILITY.
Competency	The ability to show the level of skill and knowledge necessary to attain a goal.
Competency Statement	A statement which asserts what you know and can do.
Selected Life-Experiences	Abbreviated identifications of the situations in which administrative competencies were developed.
Documentation	The validation or proof that you use to support your claims to skill and knowledge in the specified areas of competence.
Narrative	Overview of competencies, experiences, and goals.

PORTFOLIO STAGES

Identification	The process of determining your skills and knowledge acquired through your varied life experiences.
Articulation	The process of communicating the level of your knowledge and skills in competency statements and descriptions of Life-Experiences.
Documentation	The process of selecting evidence or proof to validate the competencies demonstrated in Life-Experience descriptions.
Organization	The process of ordering materials within a Table of Contents, the development of the Narrative and assembling of portfolio.

UTILIZATION BY POTENTIAL EMPLOYERS

An applicants' traditional resumé and application form would ordinarily accompany the portfolio. The portfolio would fill in gaps in competencies, obvious from the resumé citations. Credentials that support portfolio statements appear in the Documentation section.

The rating for Overall Effectiveness as a potential employee will be based upon specific job requirements and qualifications necessary for that job. (It is assumed the "technical" qualifications are held: certificates, diplomas, etc.)

The following scale was used in the field testing and can be used by an individual, individuals on a selection committee, or a committee consensus (Note that "1" is the highest mark.)

OVERALL EFFECTIVENESS

This portfolio describes competencies indicative of those responsibilities that might be assumed in an entry level administrative position in a Community Junior College, Area Vocational-Technical School or Unified School District. Please circle the number representing the statement which corresponds most closely with your assessment of the individual's demonstrated administrative competencies.

	Very well qualified	More than adequately qualified	Adequately qualified	Less than adequately qualified	Definitely not qualified
Overall effectiveness as an administrator	1	2	3	4	5

Administrative Dimensions

Rating scales for the five administrative dimensions may be used to supplement information but development of a particular dimension may not

have been chosen by an applicant since the purpose is to select and narrow the presentation to dimensions of relevance to the position announcement. (Note that "1" is the highest rating).

RATING PLANNING AND GOAL-SETTING

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in PLANNING and GOAL-SETTING:

> The process of preparing a set of decisions for future actions that will achieve goals by the most appropriate means.

Please examine each portfolio to determine the level of competencies demonstrated. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

> In applying for an entry level administrative position, the level of competencies demonstrated in PLANNING and GOAL-SETTING are:

	Very well qualified	More than adequately qualified	Adequately qualified	Less than adequately qualified	Definitely not qualified
Portfolio No. _____	1	2	3	4	5

Note. This rating scale and the four that follow were used in the validation study with the working draft of the Guide.

RATING ORGANIZATIONAL MANAGEMENT

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in ORGANIZATIONAL MANAGEMENT:

> Seeing that plans are put into operation, organizing, arranging, structuring and monitoring relationships among people, plans and materials.

Please examine each portfolio to determine the level of competencies demonstrated. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

> In applying for an entry level administrative position, the level of competencies demonstrated in ORGANIZATIONAL MANAGEMENT are:

	1 Very well qualified	2 More than adequately qualified	3 Adequately qualified	4 Less than adequately qualified	5 Definitely not qualified
Portfolio No. _____	1	2	3	4	5

RATING COMMUNICATION

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in COMMUNICATION:

> The dissemination of meaning through giving directions, collaborating and interacting in both written and oral forms.

Please examine each portfolio to determine the level of competencies demonstratid. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

> In applying for an entry level administrative position, the level of competencies demonstrated in COMMUNICATION are:

	1 Very well qualified	2 More than adequately qualified	3 Adequately qualified	4 Less than adequately qualified	5 Definitely not qualified
Portfolio No. _____	1	2	3	4	5

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RATING DEMONSTRATED LEADERSHIP ABILITY

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in DEMONSTRATED LEADERSHIP ABILITY:

> The person-dominant-behavior characterized by authority given by other group members in a situation devoted to accomplishing necessary tasks.

Please examine each portfolio to determine the level of competencies demonstrated. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

> In applying for an entry level administrative position, the level of competencies demonstrated in DEMONSTRATED LEADERSHIP ABILITY are:

	Very well qualified	More than adequately qualified	Adequately qualified	Less than adequately qualified	Definitely not qualified
Portfolio No. _____	1	2	3	4	5

RATING DECISION-MAKING

These portfolios describe competencies indicative of those responsibilities for entry level administrative positions in a Community Junior College, Area Vocational-Technical School or Unified School District. These positions require competencies in DECISION-MAKING:

> A conscious choice made from alternatives that will determine actions based upon diagnoses of the problem.

Please examine each portfolio to determine the level of competencies demonstrated. Record the code on the front of the portfolio you are rating in the appropriate blank. Now, circle the number that best represents how you would complete the following statement:

> In applying for an entry level administrative position, the level of competencies demonstrated in DECISION-MAKING are:

	Very well qualified	More than adequately qualified	Adequately qualified	Less than adequately qualified	Definitely not qualified
Portfolio No. _____	1	2	3	4	5

SUMMARY

Although Overall Effectiveness would be most likely to be used by an employer, the data in the Technical Supplement section suggest that the administrative dimensions are separate dimensions, except for an overlap of Planning/Goal Setting with Organizational Management. Communication was the most difficult dimension, having no rater reliability in the data available and little relationship to criterion measures in the validity study - yet a significant intercorrelation with Demonstrated Leadership was observed. The rest of the reliability, on the Overall and the four other administrative dimensions, ranged from moderate to good on judges' ratings, with field-test judges who were administrators. The validity, from criterion measures (ratings by trained judges and from standardized tests) correlated with six portfolio field test ratings, ranged from low to adequate on dimensions. Organizational Management was far and away the most related to criterion measures.

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TECHNICAL SUPPLEMENT

The major purpose in developing a Guide: Administrative Competency Assessment (working draft) was to provide a method for presenting skills that had grown in unpaid or volunteer experiences. Women aspiring to jobs in vocational educational administration often have skills that are not readily apparent from a resume that ignores unpaid/volunteer experiences.

In order to validate the Guide's usefulness the following steps were taken:

1. eight self-selected women developed portfolios (taking an average of 20 hours)

2. identifying names were removed and the portfolios were submitted to 24 administrators who volunteered to come to one of three sites and rate the portfolios for evidence of presented Overall Effectiveness and degree qualified on five administrative dimensions

3. six of the women authors attended a workshop where they completed standardized measures and were rated by trained judges on competencies observed in simulation exercises.

The following reliability and validity data were obtained from the self-selected group of six who considered themselves to have administrative skills and who had motivation that was high enough that they would subject themselves to assessment. Thus, the results are suppressed to an unknown degree since the group had a restricted range of abilities (from the upper levels).

RELIABILITY

Reliability of the portfolio procedure centers on degree of consistent assessment by judges (employers) of the strength of competencies and Overall assessment. In order for the portfolio procedure to be widely accepted, many individuals should be able to derive reliable estimates of competencies from the same portfolio regardless of setting (AVTS, community college, or local school district). Further, the five dimensions should be offering distinct and separate information, although the contribution to the Overall score may be substantial. In addition, a single judge should be able to arrive at the same rating as the mean of a committee of individuals.

These issues of reliability may be stated as questions:

1. Is there a significant relationship between ratings made by judges from three educational settings and three sites?

2. Is there significant relationship among Overall ratings and the five administrative dimensions?

3. Do individuals give ratings that agree with other individuals?

Methodology

One investigator briefly introduced the purpose of the session, while deliberately brief instructions were written out so that raters based rating upon criteria they would ordinarily use in screening applications. No resumés, however, were included.

The reliability coefficients were generated from data that were obtained from judges at three sites: 1) predominantly rural population (N=9) 2) predominantly urban population (N=7) and 3) predominantly middle-sized town population (N=8). The settings represented by the vocational education administrators who participated in the three sessions are shown in Table 1. No

TABLE 1
PROFILE OF PORTFOLIO EVALUATORS

EDUCATIONAL SETTING	SEX		TOTAL
	MALE	FEMALE	
Policy Board Heads		2	2
State Department Personnel		1	1
Unified School District			2
Superintendent	1		
Principal	1		
Community Junior College			10
Presidents	2		
Vice-Presidents	1		
Deans of Instruction	5		
Deans of Students	1		
Director Student Development/Special Services	1		
Area Vocational Technical Schools			7
Directors	3		
Asst. Directors	3		
Coordinators		1	
Technical Institutes/Vocational Schools			2
Presidents/Directors	2		
Total	20	4	24

settings (AVTS,LEA, community college) had enough participants for question #1 analysis, but a .60 reliability coefficient was realized for 19 judges of the dimensions on one portfolio.

The profile of portfolio authors is shown in Table 2. All names and other identifying data were removed from portfolios. Code numbers were assigned both judges and portfolios to maintain confidentiality. Informed Consent procedures were followed.

The reliability formula used was that for intraclass correlations of ratings of several judges for a certain trait (Overall Effectiveness) in several portfolios and also for several dimensions in one portfolio.

"Overall" ratings were taken before those of administrative dimensions.

NOTE. All data in the reliability and validity sections were based on the working draft of the Guide: Administrative Competency Assessment. The Guide attached to this Manual reflects revisions suggested in the field test by both evaluators and authors.

TABLE 2
PROFILE OF PORTFOLIO AUTHORS

Educational Setting	Number	Service Area: Home Ec.	Business	Health	T & I
Community Junior College	2		1	1	
Area Vocational Technical School	5	1	2	2	
Students-Master's Level	1	1			
	8	2	3	3	

AGE

25-29	30-34	35-39	40-44	45-49	50-54	55-59
3	0	3	1	0	1	0

DEGREES HELD

Bachelors	Masters	Diploma Nurse	Ph.D. Work
3	3	2	0

Work Experience Background

Type of Experience	Years of Experience: 0-3 yrs.	4-7 yrs.	8-11 yrs.	12 + yrs.
Paid Work-Full Time	1	2	3	2
Paid Work-Part Time	6	2		
Unpaid Work	6	2		
Homemaker while not working	3	3	1	1
Volunteer Work	3	2	2	1

In exploring ratings across sites, a one way anova (unequal N's) yielded no differences for subjective judges from ratings across sites (F = 0).

TABLE 3
RELIABILITY ESTIMATES OF JUDGES

	Statistics Utilized	Field
Portfolio-Overall (3 judges on 3 portfolios)	Ebel's Intraclass	.83
Portfolio-Planning & Goal-Setting (3 judges on 3 portfolios)	Ebel's Intraclass	.92
Portfolio (19 judges on five dimensions, one portfolio)	Ebel's Intraclass	.60
Portfolio-Organizational Management (3 judges on 3 portfolios)	Ebel's Intraclass	.48
Portfolio-Communications (3 judges on 3 portfolios)	Ebel's Intraclass	0
Portfolio-Decision Making (3 judges on 3 portfolios)	Ebel's Intraclass	.48
Portfolio-Demonstrated Leadership (3 judges on 3 portfolios)	Ebel's Intraclass	.63

The second question was addressed by computing ranks from the ratings and using Spearman rho rank correlation coefficients among the six portfolios with complete data used in the validation workshop.

The results in Table 4 show that Decision-Making ratings were related to Overall ratings while Organizational Management also approached significance. Planning/Goal Setting with Organizational Management and Communication with Demonstrated Leadership Ability were also significantly related - indicating high agreement in both areas on ratings given. (These portfolios had competencies described in all dimensions.)

TABLE 4
INTERCORRELATIONS AMONG PORTFOLIO
MEAN RATINGS

	P/GS	OM	CM	D-M	D1d
OM	98*				
CM	34	41			
D-M	63	66	24		
D1d	29	38	81*	23	
OVERALL	68	70	12	93*	31

NOTE; Decimals omitted
*P<05 two tailed = .73 N = 6

The third question was addressed by the reliability estimate derived from consistency of raters regarding the same portfolio. As shown in Table 3, the reliability coefficients on the portfolios ranged from 0 to .92 with a median of .60 indicating substantial agreement among the judges.

Conclusions

The reliability appears adequate: judges across sites agreed substantially, most dimensions were relatively discrete, and results would likely be the same from rater to rater.

FIELDTEST AND VALIDITY

Validity refers to the degree to which this procedure is useful for presenting experientially developed competencies related to criterion measures (Willingham, 1977) to those required in educational administration. Several sources of information were used to answer the following questions:

1. Are ratings of competencies described in portfolios analogous to ratings of observed competencies?
2. Are portfolio ratings related to tests of managerial philosophy, leadership and communication?

Further questions of interest on format were asked as follows:

1. Are documentation and writing ability viewed by judges evaluating portfolios as influential in their ratings?
2. Is the content in a portfolio useful to potential administration employers?

Methodology. Phase I of the Vocational Education Research Project was a questionnaire sent to Kansas vocational education personnel. Four field groups received the questionnaire: policy-making board heads, vocational administrators, women vocational teachers, and women students planning on becoming certified vocational teachers. Included in the questionnaire packet was a post card where respondents could indicate interest in participating in the project's development of the Guide (working draft) and portfolio.

Policy-making board heads and vocational administrators were given the opportunity to be evaluators and women teachers/students to build portfolios. Twenty-four evaluators participated. Of the 27 women interested in developing a portfolio, eight created a portfolio packet with six who were assessed for level of administrative competencies through performance on paper-pencil measures and simulation exercises. The demographic description of these judges and authors were shown in Tables 1 and 2.

The judges not only provided an Overall Effectiveness as Administrator

rating and one for 5 administrative dimensions on two or three portfolios, but also estimated influence of documentation and writing abilit, of author on their ratings and rated and commented on usefulness of the portfolio as a procedure for presenting job application information.

Measures

Six of the authors (see Table 2) attended a workshop designed to assess five competency levels and philosophy measures as a potential manager. The workshop activities included paper and pencil measures, In-Basket exercises, and leaderless group discussion exercises. The Managerial Philosophies Scale (Jacoby & Terborg, 1977) gives the degree of respondents' agreement with Theory X (workers must be ordered what to do) or Theory Y (people can provide input to managers) - assumptions about those with whom one works: The Leadership Opinion Questionnaire (Fleishman, 1960) measures consideration and task orientations; Communication (Reddin, 1975) measures knowledge of effective person to person communication.

The In-Basket exercises (Frederickson, 1962; Lopez, 1966) contained items (problems needing attention) typical of those that are waiting to confront an administrator at the start of a day. Each participant worked by herself for an hour and one-half, determining which item to tackle and writing the approach chosen to resolve the item via the method to be used (e.g. phone call, personal contact, memo, letter). This was rated on eight dimensions and three Overall.

The two other simulated work exercises were a Leaderless Group Discussion, involving groups of three participants, and role-play. The first two hour group discussion of Participative Decision-Making (PDM) was set up as a board that has to cut a budget for a plan for a vocational school within given parameters such as finances available from various sources, mandated priorities from legislation, local business/industry manpower needs, evaluation

of present program reports, proposed program addition requests. This simulation activity was rated by judges on eight items and overall. The rated role-play was on interviewer/interviewee for a job.

Ratings. The measurement input coming from the In-Basket exercises and the other simulation work exercises were in the form of ratings provided by a team of three trained evaluators. Each team consisted of a team leader who was from vocational education administration (but not involved in the portfolio evaluation) and experienced with Assessment Center techniques and two advanced level graduate students from the field of educational administration and counseling involving group work. Each team observed and evaluated individually and as a team three randomly assigned women workshop participants. For consistency in the evaluating process, the two team leaders and four graduate students received a full day of training before the day of observation and an evening of training following the day of observation. This training was provided by a professor of educational administration skilled in Assessment Center techniques. Each evaluator had a rating form providing the rating format for each exercise, with a team group rating in most instances.

Ratings from both portfolio evaluators and workshop judges and the standardized test scores were averaged and ranked so that the nonparametric Spearman rho correlation could be used. Intraclass correlations for teams on the In-Basket ratings were .24 and .67 and, for PDM, .76 and .90.

Confidentiality. To insure confidentiality for each participant receiving ratings, each evaluator's rating form and team rating form had an identifying code on it. The code key was kept under separate cover and was accessible only to a project staff member. Each evaluator had knowledge only of the three participants and in the training session was given procedural steps that safeguarded the confidentiality of this knowledge. The completed paper

and pencil measures were also identifiable by code.

Each workshop participant had the choice of receiving, on the final morning, feed-back on the ratings that were received during the workshop from her team of evaluators and ratings that were received on her portfolio from a project staff member. Orientation to this session stressed ways of utilizing the feed-back in positive directions (e.g. in indicating areas needing additional knowledge or experience for those making plans to prepare for administration) and de-emphasizing "ratings". Any participant not wanting to receive feed-back or choosing to receive it in written form after the workshop could select these options.

Findings (Format and Content)

As shown in Table 5, Documentation was rated as slightly more influential than writing ability on judges' ratings, but writing ability had a mean rating about halfway (2.47) between no influence ("3") and positive ("2").

The data in Table 6 indicate ratings given to various types of documentation by the administrator judges: letters of evaluation of performance and descriptions of duties carried out were most useful while programs - brochures - newspaper articles were least useful. AVTS administrators rated products and work samples such as course syllabi, proposals, etc., significantly lower than judges from community colleges did (data not shown).

The second question asked evaluators if the portfolio was effective in identifying competencies for them. As shown in Table 7, the mean rating was on the positive side. Comments on the effectiveness, classified by rating given, are presented in Table 8. Comments from evaluators and authors (not shown) were also sought for the final format of Guide and Portfolio. (Revised Guide is bound into this Manual).

The content of the portfolio appears to meet the criteria used to develop the portfolio (see page 7), using five administrative dimensions.

TABLE 5

MEAN RATINGS OF DOCUMENTATION
AND WRITING ABILITY ON COMPETENCY RATINGS
OF JUDGES AT TWO SITES

How did the documentation section influence your rating?	2.11
How did the individual's writing ability influence your ratings?	2.47

NOTES: The scale had an error in rating stem definitions at the predominantly rural population site and are not included.

Rating scale stems are 1-High Positive; 2-Positive; 3-No Influence; 4-Negative; 5-High Negative.

TABLE 6

VALUE OF DOCUMENTATION ITEMS
RANKING OF AVERAGE MEANS DETERMINED
BY JUDGES (N = 24)

Rank	Average Rating*	
1	1.39	Letter of evaluation of performance (from supervisor, client, or co-worker)
2	1.56	Job description
3	1.73	Individual's experience description
4	1.95	Educational transcripts
5	2.21	Letter of verification that experience took place (from supervisor, client or co-worker)
6	2.21	Products or work samples as course syllabi, proposals, evaluation forms, reports, etc.
7	2.26	Honors/Awards
8	2.30	Letter of commendation
9	2.43	Certificates
10	2.47	Membership in Community/Civic Organizations
11.5	2.50	Membership in Professional Organization
11.5	2.50	Program presentations
13	2.95	Newspaper reports, workshop brochures

TABLE 7

VALUE OF PORTFOLIO TO IDENTIFY
ADMINISTRATIVE COMPETENCIES

Average Rating* of Effectiveness of Portfolio	2.16

NOTE: Rating was on a 5 point scale with 1 representing high value; 5 representing low value.

TABLE 8

COMMENTS ON THE EFFECTIVENESS OF THE
PORTFOLIO PROCEDURE GROUPED BY RATING GIVEN*

Evaluators Giving 1 Ratings

Identifies many competencies not included in the usual resume.

Can give great insight into experiences and competencies that cannot be gained through evaluating the transcript, resume and interview. Much greater emphasis on personal/ professional recognition is needed in the portfolio.

I feel it gives a broader base of information and personal input. More than a resume, interview. In fact, I would like to have a blank portfolio to complete for myself.

This helps recap all experiences as well as indicates a serious attempt at giving the prospective employer a full picture.

The portfolio procedure shows specific abilities of an individual that are not usually shown by the usual resume - interview method.

I rated it high because it allows a contemplative evaluation.

Evaluators Giving 2 Ratings

I could rate it higher if I would know the volume would be limited. I want things brief and concise. Time-wise I would prefer to spend it on the personal interview than reading.

It gives in written form information needed on the qualifications of the applicant.

Portfolio supplies helpful information in more detail. Amount of material needs to be evaluated.

Rating of a two indicates a high rating with the exception that information from supervisor or client should be provided for in the portfolio.

It can give the individual more self-confidence in ability. It is a supplement to other experiences, background, etc. It does not replace essential educational/work experiences.

The level and responsibility of first line administrative personnel compile more than a paper review of the candidate. While I support the expanded method, a face-to-face analysis would be a must for me of the final candidate.

Note: *Rating was on a 5 point scale with 1 representing high value; 5 representing low value.

TABLE 8 (Cont'd)

Good decision-making requires as many valid information sources as possible. A complete portfolio would be an asset to other selection procedures involved.

Personal data that is not available in resume.

Gives a more complete picture of the applicant.

It is valuable to see work which a candidate has performed.

Portfolio provides an order to information availabled to prospective employer. Properly assembled and completeness is a plus. All the information we can get helps.

Evaluators Giving 3 Ratings

The only effectiveness the portfolio has is in its description of their goals and objectives and the individual's experience description.

Nothing can take the place (to me) of the interview because this is where attitudes can be more accurately assessed. Assuming the interview process is done systematically and with a sense of direction.

Interview is very important.

The material produced is helpful, however the resume and interview situation many times is more effective.

Evaluators Giving 4 Ratings

Does not allow personal relationships to be identified.

Gives needed information but lacks ability to judge people.

FINDINGS (CRITERION RELATED)

The criterion measures may measure work-dveloped competencies to an unknown degree.

Data in Table 4 showed the relatively discrete dimensions of the portfolio except for Planning/Goal Setting with Organizational Management and Communication with Demonstrated Leadership.

Data in Table 9 show relationships between portfolio rating and workshop ratings and standardized test measures. The PDM generated most of the significant correlations although "Theory X" was associated with Overall portfolio ratings as was PDM Bargained for Fair Solution. With the small N, the significance level for testing substantial agreement was .73 - obviously several other correlations approached this relationship. Planning/Goal Setting had the same relationship as Organizational Management did to PDM Persuasiveness, overall PDM and team PDM overall performance ratings, but Organizational Management was also related to PDM Listened to Others and PDM Bargaining for a Fair Solution ratings. These measures are consistent with the portfolio definition of Organizational Management (see p. 10).

Most other dimensions had so few significant correlations with criterion measures as to be little better than chance. Communication portfolio ratings were not related to any criterion except PDM Listened to Others and PDM Flexibility. Portfolio Decision-making ratings were related to PDM Bargaining for Fair Solutions. Demonstrated Leadership Ability ratings were related to PDM Followed up Points, PDM Listened to Others, and PDM Flexibility.

Means and standard deviations of all eight portfolios used in the field test are shown in Table 10 and Table 11.

Conclusions

Documentation had slightly more influence than writing ability on the

TABLE 9

SPEARMAN RHO RANK ORDER

CORRELATIONS BETWEEN PORTFOLIO RATINGS OF

ADMINISTRATIVE DIMENSIONS AND CRITERION MEASURES

(RATINGS AND STANDARDIZED TESTS)

Criterion	Portfolio					
	Pl/GS	Org Man	Comm	DM	Dem. Ldrshp	Overall
In-Basket						
Ability to Establish Priorities	-13	-20	-38	-61	00	-28
Ability to Handle Interruptions	-18	-22	34	09	47	15
Ability to Stick to the Task	-15	-28	-20	06	-17	12
Willingness to Take Decisive Action	51	38	17	-06	09	06
Willingness to Delegate Authority	36	22	18	00	09	09
Ability to Respond to Sensitive Data	-06	-21	-58	-49	-44	-26
Willingness to Make Terminal Decisions	61	49	33	19	26	29
Ability to Maintain Flexibility When Needed	36	22	00	-31	-09	-18
Overall Decision-Making	36	22	18	00	09	09
Overall Writing Communications	00	-17	-43	-26	-51	-17
Overall Performance - Team	00	-17	-43	-26	-51	-17
Interview						
Overall - Interviewee	61	49	33	19	26	29
Overall - Interviewer	72	71	40	19	00	06
Participative Decision-Making						
Used an Identifiable Stragegy	70	60	-17	00	-17	17
Followed Up On Pertinent Points	67	72	54	19	76*	38
Listened to Others	72	81*	76*	40	79*	44
Persuasiveness	79*	73*	-03	24	20	50
Oral Communication	56	65	37	15	64	33
Bargained for a Fair Solution	70	77*	60	86*	68	84*
Quality of Participation	70	65	19	10	43	38
Flexibility in Reaching Decision	34	41	100*	24	81*	12
Overall Participative Decision-Making	75*	74*	12	22	43	49
Overall Performance - Team Rating	85*	84*	63	32	62	41
Overall Performance						
Ratings	57	46	10	-15	14	06
Leadership Potential						
Ratings	70	66	-26	34	06	61

Criterion	Portfolio					
	Pl/GS	Org	Man	Comm	DM	Dem. Ldrshp	Overall
Communications Knowledge	50		61	67	12	60	09
Leadership Opinion Questionnaire							
Consideration Factor	-01		03	24	59	52	64
Structure Factor	-34		-22	-15	-37	06	-32
Managerial Philosophies Scale							
Theory X Factor	19		28	07	60	52	75*
Theory Y Factor	47		40	46	46	03	26

$p < .05 = .73$, two tailed test, N = 6

PORTFOLIO DIMENSIONS:

1. Planning & Goal Setting
2. Organizational Management
3. Communications
4. Decision-Making
5. Demonstrated Leadership Ability
6. Overall

TABLE 10

MEAN ($\bar{x}$) AND STANDARD DEVIATIONS (s) OF RATINGS
GIVEN ON PORTFOLIO DIMENSIONS BY FIELD EVALUATORS

Dimensions	Portfolio 1 n=4		Portfolio 2 n=6		Portfolio 3 n=5		Portfolio 4 n=5		Portfolio 5 n=4		Portfolio 6 n=5		Portfolio 7 n=19		Portfolio 8 n=5	
	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s	$\bar{x}$	s
Planning & Goal Setting	1.5	.58	1.83	.75	1.60	.55	2.00	.71	1.50	.58	2.00	.71	2.05	.71	1.60	.55
Organizational Management	1.25	.50	1.67	.52	1.60	.55	1.80	.84	1.25	.50	2.40	.89	1.89	.81	1.80	.45
Communications	1.00	.00	2.00	1.10	1.80	.84	16.0	.55	1.75	.50	1.80	.84	2.11	.88	2.80	.84
Decision-Making	1.50	.58	1.67	.52	1.60	.55	2.00	.71	2.00	.82	2.40	1.14	1.95	.85	1.80	.84
Demonstrated Leadership	1.50	.58	1.83	.75	2.20	.84	1.60	.55	1.75	.50	2.00	.71	2.28	1.27	1.60	.89
Overall	2.00	.82	2.33	1.03	2.60	.55	2.80	.84	2.75	.50	3.20	.84	2.76	.67	3.40	.89

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portfolio rating; the portfolio as a procedure has some usefulness; Organizational Management portfolio ratings were most related to criterion measures of all the portfolio dimensions; only one standardized test score was related to portfolio ratings ("Theory X" with Overall Effectiveness); the portfolio administrative dimensions are different enough to warrant maintaining each of the five at this time.

The procedure appears to have yielded enough evidence of validity with the small N of completed portfolios and workshop assessments to justify further use and research into its intended purpose.

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TABLE 11

MEANS, STANDARD DEVIATIONS AND DESCRIPTIVE TERMS FROM NATIONAL NORMS OF THE STANDARDIZED MEASURES

Criterion	N	$\bar{X}$	SD	Descriptive Data	Descriptive Words
Communications Knowledge	6	62.17	6.24		High
Leadership Opinion Questionnaire					
Consideration	6	55.33	3.56	PR10	Low
Structure	6	44.33	4.08	PR60	Aver
Managerial Philosophies Scale					
Theory X	6	71.33	12.74	T47	Aver
Theory Y	6	64.33	5.32	T47	Aver

NOTE. The descriptive data and words for interpretation of the means were taken from the manuals. These are LOQ Percentile Ranks (PR) based upon a sample from Education and MPS T-Scores, where raw scores are set equal to a $\bar{X}$ of 50 and SD of 10 from all in the norming population.

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The Guide and its Manual may be obtained from the Sex Equity Specialist, Kansas State Department of Education, 120 E. 10th, Topeka, Ks. 66612

PREFACE

The Guide: Administrative Competency Portfolio was produced by the staff of the Vocational Education Research Project as part of its goal "To Study a Program to Overcome Sex-Bias Barriers in Women's Qualifications for Vocational Administrative Posts". This project was funded for 1977-78 by HEW. A stated objective was "to develop procedures to assist women who aspire to vocational administrative posts but who do not have required work experience outside education".

Our initial research, which was restricted to the state of Kansas, indicated that there are both teaching and administrative certification requirements in Kansas that aspiring women administrators must meet.[1] However, employers in Kansas vocational education administration often have an informal criteria of work experience that is considered in employing. Those applicants who have had previous experience in commerce and/or industry which increased their occupational skills or their managerial/administrative abilities are at a hiring advantage. Their exposure to service areas beyond their area of certification is also helpful.

A project survey identified few women administrators in vocational education, but many women teachers who do perform administrative responsibilities. These women had work patterns similar to women in general. Present were a variety of patterns, including interrupted careers, delayed entry into the official work force, volunteer experiences in the unofficial work force, unpaid assistance with family firms, as well as the traditional paid work pattern common to most men. These career patterns often result in the development of competencies relevant to administration which are

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1-Neely, Margery. To study a program to overcome sex bias barriers in women's qualifications for vocational administrative posts. Interim Report. Manhattan, Kansas: Kansas State University, February, 1978, USOE Grant #GOO-77-01926

not reflected in the paid work history cited in the traditional resume.

The staff decided that Kansas women who aspire to vocational administration posts would be most realistically assisted by developing a procedure to:

> .demonstrate areas of competence in administration that have been acquired through unpaid/volunteer experiences and through paid work experiences where administrative responsibilities were held.
>
> .demonstrate breadth of exposure to several service areas beyond the teaching service areas that resulted in competence development. These might have been acquired through unpaid/volunteer experiences as well as through paid work experience.

The selection of competence areas within administration for portfolio emphasis involved analysis of the abilities required in job descriptions circulated for vocational administration posts in Kansas, a review of educational and vocational education administration literature for competency groupings, and a survey of the literature on non-traditional assessment techniques to determine clusters of professional/managerial skills. This literature review is contained in the attached reference list.

In December of 1977, a group of one hundred vocationally certified women teachers were selected at random from those women teaching in vocationally reimbursed programs in Area Vocational Technical Schools, Community Junior College and Unified School Districts in Kansas. This group received the project questionnaire. Eighty-eight women students in all service areas who were working toward final certification requirements were also drawn at random to receive the questionnaire. Teachers and students were invited to return a postcard indicating their interest in building an Administrative Competency Portfolio. Those women who elected to participate received the working draft of this Guide in March, 1978, and submitted their finished portfolios in April. They were self-directed in working through the Guide

and proved that completion of the portfolio is possible! Their feedback on the helps or handicaps of the working draft have influenced the final Guide.

In the same December questionnaire mailing, two groups of one hundred administrators and one hundred Policy Board heads were drawn from groups in the same three settings - Area Vocational Technical Schools, Community Junior Colleges and Unified School Districts. Those receiving the questionnaire also received a postcard to return to indicate their interest in evaluating the finished Administrative Competency Portfolios in the spring. Twenty-five administrators participated in groups of eight at three evaluation sessions across the state in May, 1978. All portfolios were examined an average of five times. Administrators were asked to comment in writing on value of documentation items, the effectiveness of the portfolio procedure, and suggested changes in format, presentation, etc. An informal discussion hour followed each evaluation session. The administrators referred to in the Guide are these groups who volunteered their time. Their comments helped determine the format the finished portfolio should take and were essential in deciding the final directions for this Guide.

The Administrative Competency Portfolio as conceived would:

- .be included along with required application paper work in applying for a vocational education administration position.
- .present to vocational education employers a stronger support of administrative abilities and breadth of exposure to all service areas than the traditional application form resume presents.
- .incorporate unpaid/volunteer experiences equally with paid work experiences in the portfolio's presentation of administrative competencies.
- .increase the consideration given to women vocational teacher applicants so a higher percentage will be considered for interviewing during the hiring process.

Our sincere thanks go to those women who developed portfolios and to the administrators who evaluated them. Their enthusiasm and effort has

encouraged us in working toward our project goals.

We hope that the Guide will facilitate the presentation of administrative competencies for women aspiring to vocational education administration and that their portfolios will ease the difficulty of assessing their competencies for hiring administrators. Good luck to you who are about to begin!

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Project Director

June 1978

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This Guide was prepared under the direction of Dr. Margery A. Neely, Project Director and Dr. Alfred P. Wilson, Assistant Director. Major responsibility for the production of the document was assumed by Marcia R. Schuley, Project Coordinator and Marilyn R. Legg, Associate Coordinator.

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We are also grateful to our Blue Ribbon Advisory Board whose guidance and recommendations enriched the overall project effort. Serving on the Panel were:

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"I'd like to become an administrator in a Vocational Education setting. I really think I'm qualified and can meet the requirements for the position."

...Teacher in Vocational Education

"We'd like to hire qualified women for some of our administrative positions. We're looking for people who are competent and can do a good job."

...Administrator in Vocational Education

Questions arise. What does QUALIFIED mean? Can qualifications be demonstrated? What are the best methods for demonstrating them? Most states have established education and certification standards for administrative positions in education. However, the evaluation of the competencies that qualify one to perform administrative functions becomes difficult. Is competency determined by the amount of time spent in paid work? If so, women may come up short. Their employment records may not reflect the breadth and the depth of administrative skills that they have performed. The unpaid/volunteer experiences in which they may have developed managerial/executive abilities present an assessment problem for potential employers. The Administrative Competency Portfolio provides women a means to demonstrate the range and the level of their administrative skills and knowledge. It is a bridge between the resume and the interview in the hiring process.

While the resume reflects the employment and educational history of the applicant, the interview provides a means to demonstrate the more intangible qualifications of energy level, integrity and interpersonal skills. The competency portfolio now allows applicants to better identify those abilities not represented through their employment records. It provides a broader base of information, combined through personal input, to project a more complete competency profile. Building the portfolio may also heighten the applicants' awareness of their competencies and increase their confidence in the interview process.

When asked to rate "the effectiveness of the portfolio procedure as a means to further identify administrative competencies", professional administrators commented that the portfolio:

.Helps recap all experiences as well as indicates a serious attempt at giving the prospective employer a full picture of the applicant

.Shows specific abilities of an individual

.Allows a contemplative evaluation

.Provides an order to information available to prospective employers

All administrators noted that the interview remains the final selection step, but that the portfolio may give great insight into experiences and competencies that cannot be gained through evaluating the transcript, resume and interview.

The Guide has four development stages which include exercises designed to help you build the Administrative Competency Portfolio. Your finished portfolio will be assembled with the following sections:

I. Narrative

II. Competency Profile Sheet

III. Table of Contents to Life Experiences and Documentation Items

IV. Individual Life Experience Description, supported by items of documentation

Don't focus on the total package yet. Concentrate on each unit, take one step at a time! Do read the Glossary of Terms on the following page. We recognize that the terms used within the Guide may be new and somewhat ambiguous. We offer the following definitions to clarify our usage.

GLOSSARY OF TERMS
WORDS COMMON TO THE GUIDE

Portfolio	A folder of information that is brought together to reveal past experiences and accomplishments. It can be a means for organizing and disseminating prior experience into a manageable form for evaluation.
Areas of Competence	Five categories of skill and knowledge identified as essential to Vocational Education Administration: PLANNING & GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, DECISION-MAKING, COMMUNICATION, DEMONSTRATED LEADERSHIP ABILITY.
Competency	The ability to show the level of skill and knowledge necessary to attain a goal.
Competency Statement	A statement which asserts what you know and can do.
Selected Life-Experiences	Abbreviated identifications of the situations in which administrative competencies were developed.
Documentation	The validation or proof that you use to support your claims to skill and knowledge in the specified areas of competence.

PORTFOLIO STAGES

Identification	The process of determining your skills and knowledge acquired through your varied life experiences.
Articulation	The process of communicating the level of your knowledge and skills in competency statements and descriptions of Life-Experiences.
Documentation	The process of selecting evidence or proof to validate the competencies demonstrated in Life-Experience descriptions.
Organization	The process of ordering materials within a Table of Contents, the development of the Narrative and assembling of portfolio.

GLOSSARY OF TERMS

PORTFOLIO SECTIONS

I. Narrative

A brief account that allows you to "tie it all together" and presents you as a person. It functions as an overview of the competencies you claim, introduces experiences contributing to the development of your abilities, and addresses your future goals or aspirations.

II. Competency Profile Sheet

An organizational chart which answers the following questions:

- What are the areas of competence required in the job position? (Identification of five key dimensions of Vocational Education Administration)
- In what setting or through which roles were your competencies in each area developed? (Listing of Life-Experiences selected for further discussion)
- Which life experiences contributed to the development of Competence Areas? (Keying of Life-Experiences to Areas of Competence for quick referral)

III. Table of Contents to Life-Experiences & Documentation

A concise list which titles the described life-experiences and identifies documentation items which follow each selected experience.

IV. Description of Selected Life-Experiences

Short narratives that clarify the setting, functions exercised, or responsibilities assumed in the learning activity, job, organization or roles identified. Included are competency statements asserting what you know and can do as a result of the Life-Experience.

V. Documentation

The validation or proof that you use to support your claims to skill and knowledge in the specified Areas of Competence. It may be in the forms of letters of evaluation, transcripts, samples of work, etc.

Adapted with permission from ED 126 989. Contracting Materials: Vermont Community College, 1975. These materials were developed under the direction of L.A. Dalos.

STAGE I

IDENTIFICATION

IDENTIFICATION

"Yes", you've said, "I know I can perform many if not most of the functions required in Vocational Education Administration." In recognizing your competencies you have begun the first step of portfolio development-identification. What else do you know and can you do that you might identify? Where did you acquire these competencies?

A. SIGNIFICANT LIFE-EXPERIENCE TIME-LOG

The objectives of this exercise are:

- .to identify your learning and skill building experiences
- .to explore the variety of settings for competency development

As you work through this stage, try to identify as many experiences as possible to provide material for later analysis. Consider more than your paid work experiences in completing the exercise. In limiting yourself, you risk overlooking valuable learning and skills acquired in other settings. Examine your volunteer experiences and your varied role situations...wife, mother, student, teacher, scout leader, publicity chairperson. Examples of volunteer/role positions might include:

- .internships
- .service organizations
- .managing a home and job
- .volunteer work in social service agencies
- .apprenticeships without pay
- .elective offices held without pay
- .time contributed to supervising youth groups
- .co-managing a family business or farm
- .continuing an education and rearing children as a single parent

Remember too, that in Vocational Education Administration, the breadth of your experiences in all service areas is beneficial. Your childhood on a farm, coordinating the activities of harvest workers, may enhance your employability.

In Appendix A forms are provided on which you can summarize the significant experiences of your life. These are for your benefit and will not be submitted in the final portfolio. Please take out Form A, "Significant Life-Experience Time-Log". For now, forget the administrative emphasis of the guide. Start with the present and begin to review your life, looking at significant experiences that contributed to your learning and skill development. Use as many forms as you need and list all possible situations. Your experiences may vary in time length and may have occurred simultaneously. Keep in mind, they are only a memory jog for you. Build a time-log that indicates what you were doing at various periods. List the dates and the experiences as you recall them. You'll later lift those experiences in which you learned, developed and practiced certain dimensions of administration, but not yet! For now, ignore the Areas of Competence column. A sample of one person's log is shown on the following page. When you've finished your chronology, continue to Exercise B.

SIGNIFICANT LIFE-EXPERIENCE

TIME-LOG SHEET

Dates	Experiences	Areas of Competence				
		PLANNING AND GOAL-SETTING	ORGANIZATIONAL MANAGEMENT	COMMUNICATIONS	DECISION-MAKING	LEADERSHIP ABILITY
1977-8	Coordinator of Research Project					
1974-8	Kansas Vocational Association Leadership Position					
1975-6	Workshop Origination and Leadership					
1975-6	Graduate study/work/single parent					
1975-6	City Library Board					
1969-75	Origination of Christmas Ornament Business					
1974-5	Arts Council-Organization of Picture Lady Program					
1972-5	Girl Scout Leader					
1971	President-Panhellenic Association					
1970-4	Ladies' Reading Club Bazaar Chairperson, Program Work					
1969	Democratic Club-Campaign activities					
1966-8	Jaycee Jayne's Membership, Home Tour, Christmas Bazaars, Membership Chairperson					
1962-4	Teacher in Area Vocational-Technical School (Business Education)					
1964-6	Army Wife, Mother, Wife's Club activities					
1957-61	Graduate School Education with leadership roles					

B. "I Can" CHECKLIST FOR COMPETENCE AREAS

Identification of Contributing Experiences

The objectives of this exercise are:

- .to recognize clusters of skills and knowledge in areas of competence
- .to identify your acquired administrative abilities and strengths
- .to affirm your confidence in your capability to perform tasks.
- .to consider possible models for writing your own competency statements
- .to identify the "Significant Experiences" contributing to competency growth

Job descriptions for administrative positions in Vocational Education settings emphasize five key areas of competence in which applicants need to be qualified.

PLANNING AND GOAL-SETTING ORGANIZATIONAL MANAGEMENT

DECISION-MAKING COMMUNICATION

DEMONSTRATED LEADERSHIP ABILITY

Short descriptions of each dimension are presented in this section. "I Can" statements follow these to illustrate the types of knowledge or skills that might support a claim to competency in each area. As you go through these lists you'll be checking those items which you know you can do because you've done them. Don't worry about how many you're able to check, nor whether you were paid to perform them.

Keep your "Significant Life-Experience Time-Log" (Form A) out and available to you. You're about to kill two birds with one stone and practice maximum efficiency! As you work through each "I Can" list, be prepared to place your "Time-Log" parallel to the list on which you're working.

Now, please continue to the next page.

PLANNING AND GOAL-SETTING

Planning is a process of preparing a set of decisions for future actions aimed at achieving goals by the most appropriate means. It incorporates the skills of appraising, determining, projecting, establishing, formulating, developing, designing and programming. The goals and objectives for planning must be set and are specific in context, e.g. facilities, fiscal, resource allocation or program planning. The planning-time may be short or long range but must insure adaptability and efficient use of resources.

Educational planners may follow a series of logical steps:

- .appraising or assessing the political, economic, social environment their schools will encounter
- .determining or deciding changes in learner or patron needs
- .projecting or foreseeing an image of the desired goals to be followed
- .establishing or setting up the communication and information paths to involve institutional and other personnel in the planning processes
- .formulating or translating the broadly determined objectives into functional programmatic efforts
- .developing or designing detailed procedures and decisions by which goals can be achieved and evaluated

Homemakers, volunteer leaders, and business managers must follow similar steps, only in different settings. The skills are transferrable. Have you used them? On the next page read through some competencies that might be clustered under this area. If you think of additional items, add them to the list!

PLANNING AND GOAL-SETTING

1. Place a check by each statement you know you can do because you have done it. I can:

Diagnose the needs of individuals, organizations and communities. . . ___
Identify implications for broad goals of a program. . . . . ___
Formulate broad goals and policy positions. . . . . ___
Establish effective priorities among competing requirements. . . . ___
Develop plans for day to day preparation and monitoring. . . . . ___
Develop and work within an agenda. . . . . ___
Determine the need for and develop alternative plans for emergencies. . ___
Develop staffing plans. . . . . ___
Prepare a staffing plan and present the rationale for it. . . . . ___
Plan and implement personnel policies and review them. . . . . ___
Establish production or activity goals. . . . . ___
Develop an organizational chart so channels of decision and authority are shown. . . . . ___
Devise a training plan to include objectives, method, budget, materials and evaluation techniques . . . . . ___
Develop strategies for effecting change in organization procedures. . . ___
Plan a promotional campaign to inform the public of available services. . ___
Develop plans in context of budget constraints. . . . . ___
Develop plans and procedures to identify and obtain external resources to support programs. . . . . ___
Prepare and use a budget. . . . . ___
Establish procedures to monitor income and expenditures. . . . . ___
Determine the cost effectiveness of alternative plans for operations. . ___

2. Look across to your Time-Log Sheet. Go down the page and think briefly about each experience. What was involved here? Was this when you developed some of the competencies of PLANNING and GOAL-SETTING you've just checked? X-OUT the PLANNING and GOAL-SETTING box opposite each contributing experience, i.e. involving some aspect of planning and goal setting. When you've gone through your experience list, continue to the next page.

ORGANIZATIONAL MANAGEMENT

Organizational management is concerned with seeing that plans get put into operation. It includes the elements of organizing, coordinating, managing, supervising, consulting and e aluating. Organizing, as an activity, requires the arranging and structuring of relationships so that things keep going. Coordinating brings people, material, ideas, techniques together so that the educational program, the operation and maintenance of the plant, the financial affairs and administrative personnel policies operate in productive relationships. Managing provides a stabilizing influence that promotes efficiency and productivity through teamwork and consideration. It is geared for maintenance rather than for change. Supervising determines whether conditions exist which will make attainment of objectives possible. Evaluating is more concerned with the efficiency with which enterprises attempt to achieve their purpose.

Women, who simultaneously work, manage homes and rear children may be experts in organizational management. Those who continue their education, while successfully maintaining jobs, must also be competent in this area. The multitude of volunteer organizations in America are dominated by women who carry out the objectives of the organizations while still functioning in other roles. Do you fit into one of these categories? On the next page, affirm your abilities in ORGANIZATIONAL MANAGEMENT!

ORGANIZATIONAL MANAGEMENT

1. Place a check by each statement you know you can do because you have done it. I can:

Secure the services of an appropriate consultant. . . . . ____
Plan conferences, workshops, seminars. . . . . ____
Coordinate the execution of simultaneous projects. . . . . ____
Guide the implementation of plans. . . . . ____
Determine deadlines and schedules necessary to meet goals. . . . . ____
Establish and maintain procedures to monitor activities. . . . . ____
Manage proposal development for maintaining programs. . . . . ____
Select and/or recruit individuals for jobs or activities. . . . . ____
Arrange for and monitor training of personnel. . . . . ____
Establish duties and/or work hours for staff or volunteers. . . . . ____
Delegate responsibility to other people. . . . . ____
Establish methods to determine if individual responsibilities have been met ____
Deal with staff/volunteer relation problems. . . . . ____
Manage a person whose technical competence in a given area (computers, accounting) is greater than mine . . . . . ____
Prepare and submit an organizational budget. . . . . ____
Prepare cost estimates on the best use of people, time and materials. . ____
Train others in financial management procedures. . . . . ____
Monitor income and expenses and make necessary budget adjustments. . . ____
Employ appropriate accounting and/or bookkeeping techniques with a budget. ____
Make recommendations for promotion or salary increase of assistants. . . ____
Evaluate written recommendations of a working staff. . . . . ____
Examine the outcome of a task against the objectives. . . . . ____
Conduct the evaluation of a program, job, etc. . . . . ____
Assume the role and responsibilities of superiors in their absence. . . ____

2. Now, look across to your Time-Log Sheet. Go down the page and think briefly about each experience. What was involved? Did you develop some of the competencies of ORGANIZATIONAL MANAGEMENT you've just checked? X-OUT the ORGANIZATIONAL MANAGEMENT box opposite each contributing experience. When you've gone through your experience list, continue to the next page.

COMMUNICATIONS

Communications is the activity of disseminating meanings throughout the organization for thought interchanges and coordinating efforts. School administrators find themselves communicating in both oral and written form with their staff, students, and the general public. The behavior of individuals or organizations is influenced through communications. Activities in this dimension may be divided into four categories:

---giving directions to individuals or to groups. These activities can include supplying information, instructing, making assignments, advising, correcting, or persuading by such methods as conferences, lectures, bulletins, memos, letters or posters.

---obtaining information. This can include follow-up studies, surveys, interviews, observations, and listening to discussions.

---cooperating, collaborating, and interacting. These encompass discussion, conferences, and negotiations.

---building the structures through which formal and informal communications take place. The formal structure requires the establishment of channels that everyone recognizes in the communications chain of command. This can include setting up committees, soliciting individual contributions, and arranging conferences.

These careers most common to women - teaching, clerical and health, depend heavily on communication skills. Does this include you? In what communication categories have you been involved? On the next page, check the tasks you have done and can do.

COMMUNICATIONS

1. Place a check by each statement that you know you can do because you have done it. I can:

Describe the public policy issues relevant to a problem. . . . . ____

Present arguments and evidence to support a position. . . . . ____

Establish an interchange with representatives from the target group, business and industry, local government, state, federal, etc. . . . ____

Plan and develop a public relations program to interpret goals of an organization. . . . . ____

Gather information by conducting interviews, confirming facts, identifying trends, locating background data . . . . . ____

Write news stories, fact sheets, speeches or other materials describing the organization and its program . . . . . ____

Prepare audio-visual materials, and/or films. . . . . ____

Coordinate development of materials for production. . . . . ____

Work with mass media (press, radio, television) to coordinate or promote an organization. . . . . ____

Publicly deliver speeches, give interviews, participate in panels. . . ____

Publicize and promote organizational materials. . . . . ____

Conduct staff meetings to keep staff informed. . . . . ____

Develop a clear, written statement of organizational purpose so that staff members are appropriately informed . . . . . ____

Attend a meeting of a professional or occupational society as a representative of an organization and report it to appropriate staff. . ____

Plan distribution of publications and other materials. . . . . ____

Conduct and direct public affairs and ceremonies. . . . . ____

Determine communications techniques appropriate to each audience. . . ____

Identify representatives of other organizations and of local, state and federal government to receive organizational activities' information. . ____

Write research reports. . . . . ____

Prepare reports to help others plan similar projects. . . . . ____

Prepare concise, informative, factual business letters, memos, and reports. ____

2. Again, review the items you've checked. Look at your Time-Log and X-OUT the COMMUNICATION box opposite the experiences that contributed to your COMMUNICATION competency development.

DECISION-MAKING

A decision can be defined as a conscious choice made from among an established set of often competing alternatives. The making of decisions refers to the process by which intermediate objectives are determined and implemented. Decision-making includes:

...the diagnosis or awareness that a decision is needed.

...the discovery of alternative actions.

...the choice among alternatives.

...action upon the chosen alternatives.

The awareness or diagnosis of the decision starts with the identification and clarification of a problem. Diagnosis calls for delineating the problem, identifying probable causes, outlining requirements for a solution and stating the limits on a solution search. The discovery of alternatives requires imagination and originality to produce creative approaches. Choosing among alternatives is a reduction process that requires obtaining information, applying decision rules, thought and confirmation of the indicated choice. The final action stage fixes responsibility for carrying out and operationalizing the choice.

You've been making decisions all your life---what career to follow, what job to accept, whether to marry. However, some of your roles, activities or jobs have required more decision-making than others. In some, the consequences of your decision had implications for other people, programs or processes. On the next page, check the decision-making competencies you can do because you have done them. Add to the list if you wish.

DECISION-MAKING

1. Place a check by each statement you know you can do because you have done it. I can:

Establish priorities to guide the sequencing of decisions. . . . . ____

Establish organizational structures and procedures to involve significant others in decision-making. . . . . ____

Terminate projects, people, and/or processes when necessary. . . . ____

Deal well with the unexpected or critical. . . . . ____

See a problem and act to solve it. . . . . ____

Identify opposition groups and select techniques which will best counter their plans and arguments. . . . . ____

Define and limit the basic issues in a problem area. . . . . ____

Identify areas where change is needed. . . . . ____

Determine how best to train individuals who may differ in backgrounds and experiences. . . . . ____

Determine the cost effectiveness of various training approaches. . . ____

Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity. . . . . ____

Identify channels to change. . . . . ____

Identify the resources in personnel, money, materials, time and authority needed to accomplish established objectives. . . . . ____

Identify the method of evaluating effectiveness in meeting the goals and objectives. . . . . ____

Appoint committees of staff for special purposes. . . . . ____

2. As you review the items you've checked, look again at your Time-Log. In which experiences did you learn, develop or practice these competencies? X-OUT the DECISION-MAKING box opposite each experience that contributed to your growth in DECISION-MAKING.

DEMONSTRATED LEADERSHIP ABILITY

Leadership ability is a person-dominant behavior that requires a flexible, adaptive performance by the individual for maximum effectiveness. It incorporates the aspects of mentoring, leading, persuading and negotiating. Leaders are able to employ stimulation and persuasion techniques to motivate groups to trust their judgments about priorities and directions for the group. While acting as change agents, they use creativity to initiate new structures for accomplishing organizational goals. They have the ability to work with groups of individuals to establish policies that affect their behavior, maintaining group solidarity while accomplishing objectives with group cooperation. Leaders are able to give and take within the limits provided by authority, or within the framework as the perceived requirements of a program. Their authority is given to them by fellow group members rather than by power sources outside their group. Effective leaders in Vocational Education are seen as high in consideration and initiation of structure.

The elective or appointive offices that you've held within professional organizations or civic groups may demonstrate this dimension. Your assignment to administrative/managerial duties in your job reflects others' recognition of these competencies. On the next page, check those items you know you can do, because you have done them.

DEMONSTRATED LEADERSHIP ABILITY

1. Place a check by each statement you know you can do because you have done it. I can:

Enlist the support of the governing body and staff in the utilization of volunteers. . . . . ___

Work creatively within the structure of relationships and the setting of the organization, i.e. local agency to national office. . . . . ___

Develop and use techniques which will minimize conflicts between paid and volunteer workers. . . . . ___

Help supervisors with personnel problems. . . . . ___

Identify significant individuals and groups (such as community leaders, government officials, legislators) who can help to implement change in a specific problem area. . . . . ___

Build good working relationships with those who will be affected by proposed changes. . . . . ___

Identify potential allies and select techniques which will enlist their support. . . . . ___

Build good working relationships with legislators and government officials (local, state or federal). . . . . ___

Conduct negotiations with an awareness of the necessity of compromise. . ___

Use techniques for crises management and describe why they are different. ___

Use methods of conflict resolution and describe when they are appropriate. ___

Resolve conflicts among organization members. . . . . ___

Negotiate with other units within the organization in order to bring about a just allocation of space and facilities. . . . . ___

Represent my organization in dealings with "outside people". . . . ___

Set group priorities. . . . . ___

Employ authority to accomplish goals through cooperation of a group. . ___

Initiate and move into new situations on my own. . . . . ___

Organize my time and work with self-direction without supervision. . . ___

Use human relation techniques in working with groups. . . . . ___

Persuade and influence in favor of a point of view. . . . . ___

2. For the last time, review the items you've checked. Look at your Time-Log and X-OUT the DEMONSTRATED LEADERSHIP box opposite each experience that contributed to Leadership Abilities that you can demonstrate.

SAMPLE

SIGNIFICANT LIFE-EXPERIENCE

TIME-LOG SHEET

Your Time-Log may now look like this! It may have fewer or more X's.

Dates	Experiences	Areas of Competence				
		PLANNING AND GOAL-SETTING	ORGANIZATIONAL MANAGEMENT	COMMUNICATIONS	DECISION-MAKING	LEADERSHIP ABILITY
1977-8	Coordinator of Research Project	X	X	X	X	X
1974-8	Kansas Vocational Association Leadership Position	X	X			X
1975-6	Workshop Origination and Leadership	X		X		X
1975-6	Graduate study/work/single parent		X		X	
1975-6	City Library Board				X	X
1969-75	Origination of Christmas Ornament Business	X	X		X	
1974-5	Arts Council-Organization of Picture Lady Program	X	X	X	X	X
1972-5	Girl Scout Leader	X	X		X	X
1971	President-Panhellenic Association		X			X
1970-4	Ladies' Reading Club Bazaar Chairperson, Program Work	X	X			X
1969	Democratic Club-Campaign activities		X	X		
1966-8	Jaycee Jayne's Membership, Home Tour, Christmas Bazaars, Membership Chairperson	X	X	X		
1962-4	Teacher in Area Vocational-Technical School (Business Education)		X	X		
1964-6	Army wife, mother, Wife's Club activities	X	X			
1957-61	Graduate School Education with leadership roles			X		

STAGE II

ARTICULATION

ARTICULATION

The identification process has taken you through a review of your Significant Life-Experiences and a narrowing focus on their administrative aspects. At this point you have as many completed Form A Time-Logs as you needed to list your Significant Life Experiences. You also have X's placed in the Areas of Competence columns of those forms. These X's identify the experiences contributing to the development of competencies within each area. Now, you are ready to communicate your administrative competencies. You have reached the ARTICULATION phase!

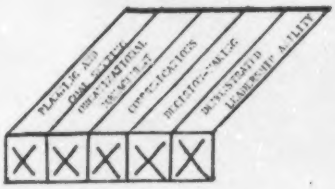
In this stage you will:

- .select and record your Selected Life-Experiences on the Competency Profile Sheet.
- .develop competency statements that assert what you know and can do at a specific level.
- .describe the Selected Significant Life-Experiences integrating your competency statements.

A. Selection of Life-Experiences

Which significant Life-Experiences should you select for further description? Certainly, you will want to choose those that highlight your abilities to potential employers. You will also want to consider the documentation you can provide to support your claim to competencies as a result of these experiences. Look at the X's you've placed in the Areas of Competence column. Several criteria can be used for the selection process. You can choose an experience that:

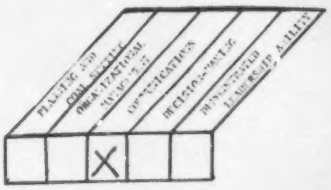
.includes a cluster of three or more X'd boxes.



1960-78 Co-owner and manager of family farm or business

This experience involved or indicated many areas of competence and would demonstrate the wide <u>breadth</u> of your competencies.

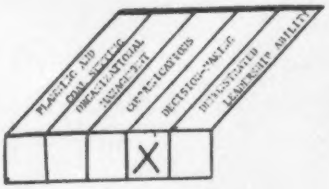
.indicates competency <u>depth</u> in supporting an area of competence



1965 Public Relations Chairperson, Kansas Vocational Association

Here, you were involved in all aspects of communication and can provide documentation of your writing or speeches to support your competence.

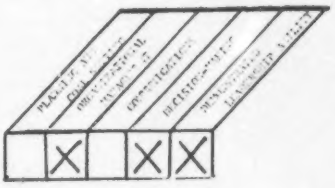
.presents an area of competence unrepresented by previous experiences.



1964-5 Treasurer, Little Theater

Your experience in deciding financial matters and budgeting might be illustrated with this example.

.represents exposure to a service area beyond your area of specialization.



1960-7 Red Cross Volunteer

Your Organizational Management experiences in health may indicate your understanding of other Vocational Education Service area.

Try to limit your selection of experiences to those most significant in the development of your competencies. Administrators stressed brevity, conciseness and pertinence of information. Consider consolidating several experiences which support similar areas of competence. i.e. Ladies' Reading Club, Democratic Club, Jaycee Jaynes, might be discussed as "Civic Committee Work" contributing to the development of organizational management and planning and goal setting skills.

B. Completion of Competency Profile Sheet

In Appendix B, you'll find Competency Profile Sheets. These are included for your rough drafts. The Areas of Competence are identified in the first column. Remember, if you have a specific job description that emphasizes other areas, do adapt or substitute these areas. Focus on the competencies specifically required for a job.

Now, record a brief identifying title for each of your Selected Experiences in the angled slots. Use full title of organizations, positions, etc., to increase clarity. Assign a number to each Selected Experience to facilitate later organization and tabbing in the assembling process. See Step 1 on the following page for an example.

Across from each Area of Competence, X-out the Selected Life-Experience that contributed to the development of this competence. In doing this you create a horizontal row of X's that indicate which experiences led to your competence in each area. See Step 2 on the following sample page.

For your final copy, you will need to replicate this sheet on good bond paper. Check carefully for typing or spelling errors. You will place the Competency Profile Sheet in your own Administrative Competency Portfolio to introduce examiners to the organizational structure of the portfolio. It will also help you in beginning the next task, writing Competency Statements.

COMPETENCY PROFILE SHEET

STEP 1. Assign titles to your Selected Significant Life Experiences.
Assign numbers to each Selected Significant Life Experience.

STEP 2. (X) Indicates which Experience illustrates development of this competence.

Areas of Competence	Selected Life Experiences										
	1 Coordinator of Research Project	2 Coordinator of Picture Lady	3 Teacher in Area School	4 Kansas Vocational Association Leadership	5 Christmas Ornament Business	6 Graduate School education with leadership roles	7 Civic/Community Work	8 Youth on Farm	9	10	11
Planning and Goal Setting	X	X		X	X		X				
Organizational Management	X	X	X	X	X		X	X			
Communication	X	X	X			X	X				
Decision-Making	X	X			X			X			
Demonstrated Leadership Ability	X	X		X							

← Step 2

C. Competency Statement Development

You're now at a critical point in building your portfolio...developing the competency statements. Experience has shown that this may be mildly distasteful, but like spinach, it is GOOD for you! Feedback on this exercise indicates it does result in the expected outcomes. Persist and Persevere!

The objectives of this exercise are:

.to assert what you know and can do in each Area of Competence.

.to describe your competencies in a way that might be evaluated.

.to anticipate the documentation to validate your statements.

The expected outcomes are:

.to increase your awareness of the specific level of your knowledge and skill in each area.

.to allow integration of the statements in your description of Selected Life Experiences.

.to provide you concrete data for use in the interview process.

Take out or duplicate the Competency Statement worksheet in Appendix C. You will use this completed sheet to help you move into descriptions of your Life-Experiences and will have it to keep in a portfolio file for future use.

Look at the first area of competence on your Profile Sheet...PLANNING AND GOAL-SETTING. Note that by X-ing the boxes across from this area you affirmed that you have a general competency to establish short and long term plans to set goals.

Now, work to develop supporting statements that become more specific. Use the present tense to emphasize your existing competence. The "I Can" lists may serve as models for your statements. The descriptive paragraphs on the Competence Areas given earlier may suggest possibilities. Think back on the Significant Life-Experiences you have selected, remembering what you did. Try to relate the functional responsibilities and your learning in

these situations to what you know and can do now.

You cite an ability to communicate effectively that was developed through several experiences. Begin to write sentences that are concrete, observable assertions of your competency in several dimensions of COMMUNICATION. For example:

I am able to communicate effectively in both oral and written form:

I can interview:

.students to determine strong points and placement in the program

.employers to determine what they want from a student trainee.

I can write:

.concise business letters.

.goals and objectives in measureable terms.

.informative news stories.

.evaluative instruments.

.proposals for development of new programs.

I can advise students on desirable ccurses of action in seeking jobs or training.

I can speak formally or informally to small or large groups.

I can listen to students with a great deal of patience and understanding.

I can gather information from the business world on trends in my field of education through my listening and survey skills.

As you write these competencies, think ahead to what documentation or proof you could provide to support these claims to competency.

Here are some words that might help you be more specific in describing your competencies:

Decision-Making	Demonstrated Leadership Ability	Communication	Organizational Management	Planning and Goal-Setting
identify	initiate	inform	implement	forecast
define	motivate	instruct	organize	determine
terminate	persuade	assign	coordinate	develop
appoint	negotiate	advise	manage	formulate
reassign	mentor	correct	supervise	schedule
choose	create	lecture	consult	establish
act	establish	interview	evaluate	budget
solve	resolve	tutor	review	program
	direct	listen	select	design
	preside	counsel	prepare	
	promote	write	monitor	
		compile	train	
		speak	delegate	

There is no magic in the number of statements you develop. When you are satisfied with your statements continue to Exercise D.

D. Description of Selected Life-Experience

The objectives of this stage are:

.to provide details of the functions exercised in each experience and the outcomes achieved.

.to delineate the organizational structure and your role within it.

.to identify the learning and skills acquired in the experience.

The Life Experience descriptions provide a setting for more complete discussion of your competency development and will integrate the statements you've just finished. You will want to consider the work content skills involved in the experience, i.e. those technical aspects such as enough detail that the transferable skills you used are also apparent--i.e. how to solve problems, make decisions, involve people. In addition, you may indicate the adaptive skills you possess, such as initiative, persistence, creativity. Work to clarify the functions you exercised in each activity or role, the accomplishment of the experience and the resulting effect on

you. Keep in mind that a short description is more difficult to create than an expansive one. Also, as experiences may differ in their importance to your competency development, so your treatment may vary. Seek to use action verbs to convey the exactness of your functions...lecturing, budgeting, initiating. The original "I Can" statements and your own competency statements may guide you. Be conservative in using "I Can" as the standard beginning phrase.

You'll want to consider several factors in writing your descriptions:

1. The amount of time that you were engaged in the activity.
2. Where the experience occurred and under whose sponsorship.
3. The way in which you were involved, what you did, and what resulted.
4. Your position in the experience or relationship to others.
5. The name of any supervisor responsible.
6. The number of people responsible to you and their role.
7. The amounts of money involved in budgeting, marketing, or sales that you supervised.
8. How the experience increased or involved:

   .specific work-content skills, e.g. accounting, proposal writing.

   .transferable functional skills, e.g. organizing, budgeting

   .adaptive skills, personal characteristics or qualities, e.g. persistence, independence or initiative.
9. Additional reading, study, workshops, that contributed to your skill.
10. The areas of competence that were developed as a result of the experience.

As you write your experiences, integrating your competence statements, think ahead to the validation or proof that you can furnish to document the existence of the competence areas. From this experience what evidence

can you obtain that will support the competencies you are claiming? A Sample Life-Experience description appears on the following page.

When you are through, type your finished copy on a 8 1/2 x 11 paper of good bond. Assign the same identifying title and number that you placed on the Competency Profile Sheet. It's wise to have another person proof-read final copy. Ask for reaction to content as well as a check for spelling or typing errors. Administrators emphasized the importance of perfect copy for a positive impression.

Sample Life-Experience

"Picture Lady" Coordinator

In June of 1975, Jolana Montgomery, President of the Junction City Arts Council asked me, in my capacity as a member of the new Council, to initiate and to implement a volunteer art appreciation program in the elementary schools, called "Picture Lady". By using community volunteers, the Council hoped to introduce art prints into all classrooms for a 1/2 hour each month. Their goal was to increase the cultural awareness and appreciation of students. The Junction City district encompasses all schools in the Fort Riley military post so a total of 15 schools with 130 classrooms required volunteers.

My initial task was to select co-chairpersons for the city and the Post who could share in the program selection process. Together, we surveyed existing Picture Lady programs in Kansas and determined an adaptation to meet our needs. I worked with the co-chairpersons to determine the number of volunteers needed and the budget figure--$1,000, necessary to purchase prints and matting.

During the summer, I established a committee of three to select and order prints and to decide matting procedures. I negotiated with the Superintendent to arrange for cataloguing, check-out and storage of prints in the District Media Center. The most time was consumed by personally recruiting 22 Junction City volunteers and assisting the Ft. Riley chairperson in recruitment sessions on Post. My primary responsibility at this stage was to involve other people and to generate enthusiasm and support for the new program. It was essential to delegate authority to the new committees, while continuing to monitor the emerging developments.

I increasingly functioned as a liaison between the chairpersons, committees and the Council to find solutions to budget problems, to locate consultants for training programs, etc. In my supervisory position I was responsible for developing forms to facilitate the January print exchange and to evaluate the program at the year's end. When I conducted the evaluation meeting, involving the 35 volunteers and 15 Council members in May, we had a library of 400 prints and a waiting list of new volunteers.

As a result of this experience, I became more competent in long range planning, decision-making and organizational management. However, my ability to generate enthusiasm, to involve other people and to retain their interest and support were qualities that were key to the implementation of the Picture Lady Program.

STAGE III

DOCUMENTATION

DOCUMENTATION

At this point you have both identified and articulated your competencies in key administrative areas. Your Competency Profile Sheet identifies the areas in which you can demonstrate competence and specifies the titles assigned to your Life-Experiences. Your X's indicate which experiences contributed to your competency development or show evidence of adaptive characteristics.

Your descriptions of the selected experiences have integrated the competency statements you originally wrote. Now, you're ready to consider the proof you can provide to indicate the level of your abilities and knowledge or the presence of adaptive qualities that contribute to your competence. The task is not to verify that the experience took place, but to provide evidence of competence. For example, documentation might:

.attest to how much your interpersonal skills contributed to demonstrated leadership ability.

.document the exactness of your communication skill.

.indicate how well you functioned as a decision-maker.

Remember the focus is on the five identified areas of competence in Vocational Education Administration--i.e. PLANNING AND GOAL-SETTING, ORGANIZATIONAL MANAGEMENT, COMMUNICATION, DECISION-MAKING, DEMONSTRATED LEADERSHIP ABILITY. Your experience descriptions are selected to indicate competence in these areas and you will now select documentation to support the demonstrated abilities. Some documentation possibilities are:

Letters of evaluation of performance (from supervisor, client or co-worker)

Promotion evaluations

Newspapers and magazine reports

Job descriptions

Rating forms

Samples of work produced such as course syllabi, proposals, evaluation forms, reports

Writing samples, speeches

Awards/Honors

Transcripts	Memberships in community/ civic organization
Membership in professional or trade organizations	Certificates
Program presentations	Evidence of suggestions adopted
Letters of commendation	

The administrators who evaluated portfolios in the project were asked to determine the items most helpful in evaluating competencies. The top ranked items were letters of evaluation of performance, job descriptions, the individual's experience description, educational transcripts, letters of verification and products of work samples. The lower ranked items were certificates, proofs of membership in organization program presentations and newspaper reports. The value given to evaluative letters was much higher than the next ranked items, as the value placed on news reports was much lower than that given other items. The question is one of quality vs. quantity. Administrators stressed that documentation should relate to the competencies that are demonstrated and to the experience. The evaluative observation of a third party was seen as much more helpful than the newspaper report of the event.

In the sample description of the Picture Lady coordinator, a letter of evaluation by the Council President would be helpful. She might be asked to describe what your responsibilities were, what results were achieved, and what personal qualities contributed to your general competence in Organizational Management and Leadership. The City chairperson might evaluate your leadership qualities and supervisory skills from her perspective.

When asking for letters of evaluation you might specify:

.why you are asking for the letter

.what specific competence you want them to assess or evaluate

.to be specific as to skills and knowledge rather than to give a general affirmation of your character

Carefully select the documentation to support competences demonstrated in each Life-Experience. Since you may be submitting the portfolio to more than one potential employer, you may want to have letters duplicated or to enclose the originals in plastic covers to protect their appearance. You will be identifying the documentation items later in the Table of Contents. However, a brief identification label attached to each item is also helpful to the examiner.

STAGE IV

ORGANIZATION

A. Writing the Table of Contents

You're ready to write the Table of Contents to the Selected Life-Experiences and Documentation items. This will provide the potential employer a survey of the materials available to examine. Avoid abbreviations in your titles. e.g. Use "Kansas Vocation Association" rather than "KVA" to increase clarity. Briefly identify documentation items so their function is evident, e.g. "First page of funded proposal that I conceptualized, wrote and implemented." Your Table of Contents might look like this:

I. Civic/Committee Responsibilities

   a. Letter of evaluation from Democratic Committeeperson

   b. Page of proposal developed during service on Arts Council

   c. Letter of evaluation from co-chairperson of Reading Club Bazaar

II. Teacher in Area Vocation-Technical School

   a. Job description for position

   b. Letter of evaluation from Director

   c. Rating evaluation of teaching performance

In the next step you will be tabbing dividers and adding labels that will key them to your Table of Contents. These are aids in organizing the examination of this material. When you have finished this Table, continue to the development of the Narrative.

B. Developing the Narrative

The objectives of this exercise are:

.to provide an introduction of you to potential employers.

.to organize the portfolio direction in briefly citing the experiences that will follow.

.to present an overview of you and your competencies.

While the remaining sections will delineate your specific skills and

competencies, the narrative is a backdrop against which those skills can be seen. It is being written last to allow you to consider everything you have already identified and described. However, it will be inserted first in the portfolio as an organizing feature. It provides personal insight about who you are and indicates how well you can organize your thoughts on paper. It is a chance for you to say, "Yes, I recognize I have certain skills, but here are other things equally important about me that I want you to know." Here is an opportunity for the expression of your personality.

Some items you should consider touching upon when you write your narrative are:

- .experiences in addition to those selected ones that contributed to your present skills.
- .interests and values that are important to you.
- .goals and aspirations for the future.

Remember that writing is a revelation of self and that care must be taken to consider what you wish to disclose and what impact the information might have. Ask another person to read and criticize your narrative to determine if you have achieved the effect you wanted.

There are no rules regarding the length of the narrative, but administrators have indicated the value of quality vs. quantity of information. Brevity is a plus to the busy administrator and one to two pages was identified as a desirable length. Recognize, though, that you are the final judge of what needs to be said. Before you begin to write, give some thought to organization. Some possible formats to use are:

- .personal life, jobs, other learning experiences, future goals
- .skills, interests, values, future goals
- .intellectual skills, practical skills, social skills, future goals

Adapted with permission from ED 126 989. Contracting Materials: Vermont Community College, 1975. These materials were developed under the direction of L.A. Daloz.

C. Assembling the Portfolio

Although you can't tell a book by its cover, the cover is worth noting. You will be submitting the Administrative Competency Portfolio as an addition to your resume and regular credentials. First impressions are important! Choose a binder that is attractive and appropriate. Add tabs to your divider pages and check the numbering or lettering to insure that it corresponds with the Table of Contents.

Suggested order for the Portfolio:

1. A prepared cover page that includes the title: Administrative Competency Portfolio, your name, address and phone numbers and the following statement:

   > This portfolio was written to present competencies developed through administrative experiences that may not appear in my resume.

2. NARRATIVE

   Insert divider tabbed COMPETENCY PROFILE SHEET

3. COMPETENCY PROFILE SHEET

   Insert divider tabbed TABLE OF CONTENTS

4. TABLE OF CONTENTS to Selected Life-Experiences & Documentation items

   Insert divider tabbed I

5. SELECTED LIFE-EXPERIENCES I

   Insert dividers tabbed Ia, Ib, etc.

6. DOCUMENTATION ITEMS, Ia, Ib, etc.

   Insert divider tabbed II

7. SELECTED LIFE-EXPERIENCE II

   Insert dividers tabbed IIa, IIb, etc.

8. DOCUMENTATION ITEMS IIa, IIb, etc.

Continue using tabbed dividers to separate your Selected Life-Experiences and

documentation items until all are filed.

Again, the final proof-reading and the editing process is important. Administrators suggested hiring a typist if necessary to insure perfect results. "We see the portfolio as a personalizing feature," they commented, "and clean, correct copy is a crucial factor."

You have finished your ADMINISTRATIVE COMPETENCY PORTFOLIO! You have identified, described and validated abilities and knowledge that you can demonstrate within Areas of Competence required in Vocational Education Administration. Now, to quote one portfolio developer:

"MAY YOUR PORTFOLIO TAKE YOU WHEREEVER YOU WISH TO GO."

APPENDIX

APPENDIX A

SIGNIFICANT LIFE-EXPERIENCES

TIME-LOG

SIGNIFICANT LIFE-EXPERIENCE

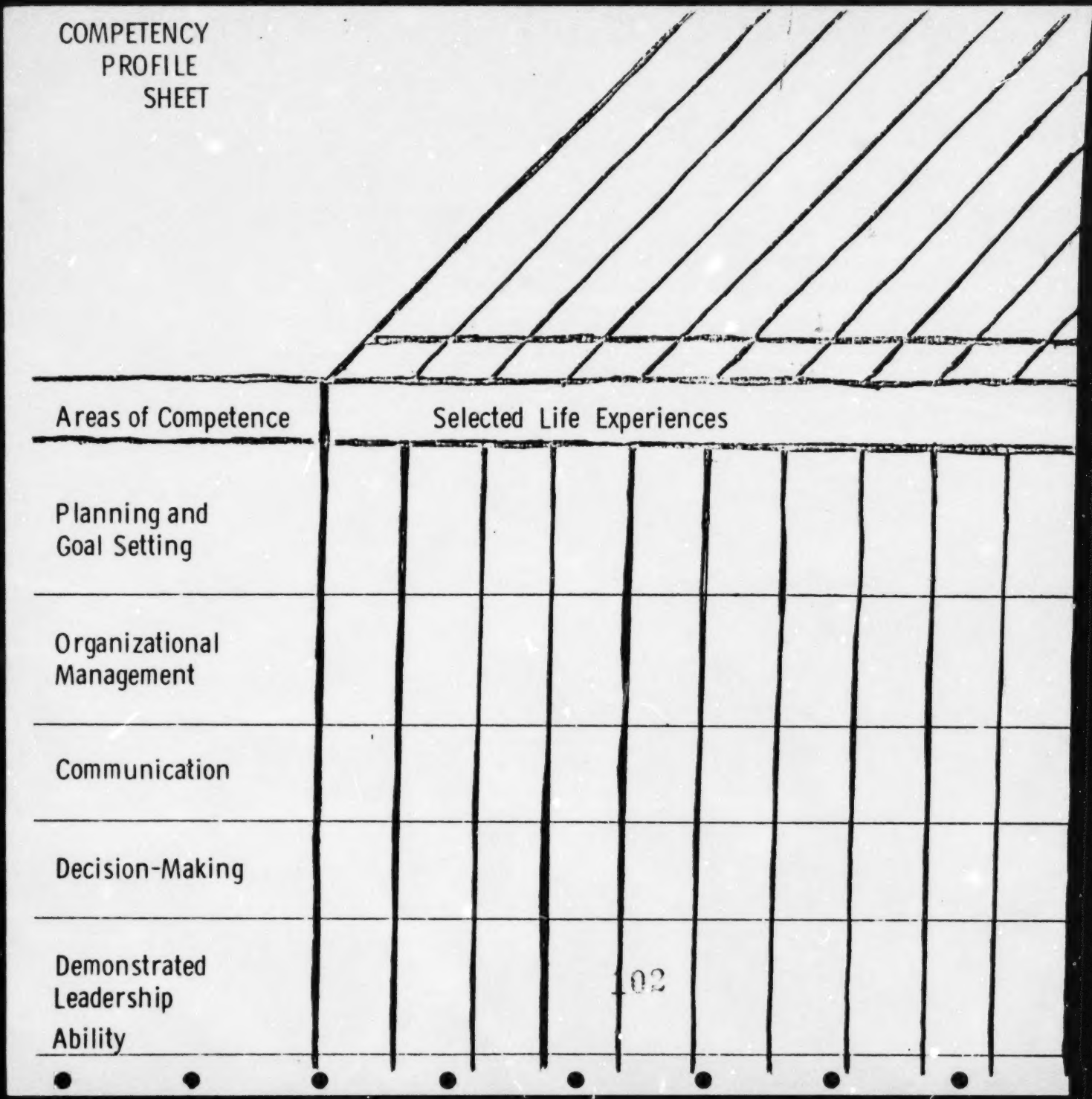
TIME-LOG SHEET

Dates	Experiences	Areas of Competence				

PLANNING AND GOAL-SETTING
ORGANIZATIONAL MANAGEMENT
COMMUNICATIONS
DECISION-MAKING
LEADERSHIP ABILITY

APPENDIX B

COMPETENCY PROFILE SHEETS


COMPETENCY
PROFILE
SHEET
Areas of Competence
Selected Life Experiences
Planning and
Goal Setting
Organizational
Management
Communication
Decision-Making
Demonstrated
Leadership
Ability

APPENDIX C

COMPETENCY STATEMENT WORKSHEETS

COMPETENCY STATEMENT WORKSHEET

Planning and Goal-Setting

I CAN SET COALS AND DEVELOP BOTH SHORT AND LONG-RANGE-PLANS TO ATTAIN THEM.

COMPETENCY STATEMENT WORKSHEET

Organizational Management

I AM PROFICIENT IN FUNCTIONS OF ORGANIZATIONAL MANAGEMENT.

COMPETENCY STATEMENT WORKSHEET

Communication

I CAN COMMUNICATE EFFECTIVELY IN ORAL AND WRITTEN FORM.

COMPETENCY STATEMENT WORKSHEET

Decision-Making

I AM ABLE TO MAKE DECISIONS TO DETERMINE POSSIBLE ACTIONS.

COMPETENCY STATEMENT WORKSHEET

Demonstrated Leadership Ability

I AM ABLE TO PROVIDE LEADERSHIP IN AN ORGANIZATIONAL CONTEXT.

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